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AUTHOR Pask-McCartney, Claudia
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ABSTRACT

This paper examines the role of learner motivation--elements that arouse, sustain, and direct behavior--as the pivotal factor in education, and urges researchers to consider the motivational state of the individual learner in interaction with the instructional method. It is emphasized that a thorough understanding of the learner's personality, as well as his/her feelings and cognitions about him/herself, others, the medium, the task, and the demands of the task, is essential when designing a study of motivational factors. Three general goals for learning that are being investigated are identified: (1) motivating the learner to attend and participate in the learning activity; (2) motivating the learner to achieve both the designated learning outcomes and positive attitudes toward the content and process; and (3) continuing motivation, or helping the learner apply the learning in present and future situations. The best way to implement a motivational delivery program and which media can deliver such a program most effectively are two problems that should be addressed. It is noted that CBIV (computer-based interactive video) may be one medium with the potential of enhancing leaner motivation, and that its capabilities as a research tool should be further examined. (7 references) (CGD)

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# Title:

## Symposium: Interactive Video Symposium: The Singer or the Song-- An Extension of Clark's Media Research Discussion

## Paper #3: A Discussion About Motivation

## Author: Claudia Pask-McCartney

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# A DISCUSSION ABOUT MOTIVATION

Claudia Pask-McCartney
Syracuse University

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I basically agree with what Richard Clark has said today, and just as he has emphasized expectation and beliefs in relation to motivation, I am going to present my expectations and beliefs about motivation and what is motivating. My own beliefs are that Dr. Clark's discussions of the importance of knowing about cognitive and design issues are actually discussions about motivation.

For me, learner motivation, with its myriad of subconcepts, includes all issues relevant to learning and instruction. It is the pivital factor in education, no matter what medium is employed or how it is used. I would, however, add that there may be some media which do make specific contributions in some situations in efficiently and effectively influencing learner motivation in a positive manner--some more than others in comparison, both in reality and in promise. In other words, motivation is key, but the medium may influence that motivation.

If, as defined, motivation includes all factors which arouse, sustain, and direct behavior (Keller, 1978), then we can say that the study of the construct of motivation is the study of all of the antecedents, all of the processes, and all of the consequences of learning which link all of the individual's feelings, thoughts, and actions in learning. The beliefs and expectations which Richard Clark noted in his presentation represents only a small subset of the total motivational states of the learner. All of this implies that in our research, we must look at the motivational state of the learner in interaction with the instructional method (Clark, R. C. and Clark, R. E., 1984). I regard this question of interaction as valid and important, and I would place special emphasis on the value of finding the answers for our attempts at inducing learning.

Indeed, Clark and his colleagues have identified many issues which I categorize as motivational factors that go beyond what he has included in his statement in today's presentation. For example, they have considered the novelty effect of certain media methods (Clark, 1984), the role of learner stress, anxiety, and worry in learning (Freeman & Clark, 1985), the presentation of feedback in terms of the self-efficacy theory (Vlau & Clark, 1987), and the orientation of the novice versus the expert learner in terms of attitudes, experiences, and aptitudes as they relate to design issues of task difficulty, attention focusing, choice, and to instructional delivery methods (Aster & Clark, 1985, McGowan & Clark, 1985). In addressing these issues, they are investigating the interaction of design and delivery methods with personality and experience.

After many years of examining motives and motivation and what they mean in psychology and learning, my own particular bias is to find out what motivates individual students to learn and to determine how to enhance and develop this motivation. My efforts are

directed toward investigating three general goals for learning. The first goal is motivating the learner to attend and participate in the learning activity; the second is motivating the learner to achieve both the designated learning outcomes and positive attitudes toward the content and process; and the third goal is continuing motivation, or helping the learner apply the learning in present and future situations. After surveying the general motivational issues--which I feel include every factor involved in learning--I conclude that, in order for a designer to fully accomplish these three goals, it is essential that we have a thorough understanding of the learner's personality as well as his/her feelings and cognitions about him/herself, others, the medium, the task and the demands of the task. Only by having this understanding can we deliberately plan, design, implement and adapt a motivational delivery program for every lesson which accomplishes or at least encourages the attainment of the three goals I have mentioned. This suggestion holds true for any and all instructional media and methods applied.

The first point I wish to make, then, is not so much one of designating which instructional medium may be the most motivating by comparing one to another and asking "why," but one of deciding what the motivational issues are, for whom, when, and whether or not they are truly being addressed by designers in an other than haphazard way. Do we actually see all aspects of learning in terms of motivation? Do we actually take every factor into account, assess and know the individual learner in regard to the factors, and do we, in reality design lessons, for any medium, which then cultivate motivation and encourage learning? Or do we simply depend upon the content to have an inspiring effect on some learners, or on the learner's own efforts to make the tasks enjoyable for themselves? Further still, are designers relying on certain media such as CBI and video to offer that novelty effect mentioned by Clark and to therefore "be motivating"? Because of what designers may or may not do, the question for researchers becomes not one of comparing the motivational value of differing media, but how much do we know about the person and instruction, the interaction between the two, how can we learn more, and how will we deliberately encourage the use this information in design and delivery.

My second point is, given that a motivational delivery program can be planned, designed, implemented and adapted around each content and learner, how can it best be implemented on each medium to determine if there are certain media which could deliver this program more effectively and efficiently than others?

Throughout my discussion, I have been agreeing with Dr. Clark when he says that the learner's beliefs and expectations are important in their approach to a medium, as is the study of the interaction between the student's motivational state and the instruction. I have, however, expanded the importance of the construct of

motivation, which includes a comprehensive set of all learning factors, that motivation can be learned, and that we should deliberately design for the enhancement of positive motivational task accomplishment and attitudes for each student. Certain factors already seem clear from the research on what contributes to positive motivation. These are: Clear and realistic goal setting; clear task boundaries; choice; incremental task accomplishment; responsive leadership and active learner participation; energetic, enthusiastic presentation; a knowledgeable and approachable teacher; the setting of positive expectancies for success; a climate of trust, openness and acceptance; moderate novelty and surprise; needs assessed and met; acceptance of failure and encouragement of risk-taking; and properly executed reinforcement and reward. In our quest to delineate what will succeed with what learner, we should not overlook the idea that there may be media which have more potential than others for delivering strategies directed at accomplishing a true and positive learning experience which incorporates those factors listed above. There may be some media which can more fully deliver "motivational designs." In theory, this should not be necessarily so, but in practice, it is worth thinking about.

If, as Clark suggests, lessons are more carefully designed for technical media, then maybe we should begin to design deliberate motivational elements for such media. For example, it has been documented that consistency, relevancy and reward are important in directing motivational learning. This can be well accomplished in design for education via various media. If, also, adaptation to the individual's motivational state is considered important in learning, then a computer may best be able to include assessment devices and constant monitoring of changes needed to keep the student interested and engaged. While teachers generally hope to motivate students, and understand motivation, they seldom have the time to adjust learning for each person they instruct. I suggest, in addition that "machines" may be "best" at helping teachers to enhance motivation. Teachers themselves will have more time to know the individual learner in terms of their wants and needs when they are freed from some of the obligations of delivering all of the content.

Although I do not wish to be comparing media with regard to these issues, I do wish to say that CBIV, in particular, is a medium which has outstanding potential for delivering programs which have been motivationally designed. CBIV offers a cluster of attributes which may effectively combine instruction with motivational elements to encourage learning. It is a responsive and participative medium whereby the motivational design elements can be consistently and fairly applied, choices offered, databases for a richness of relevant examples and practice quickly accessed, and learner needs recorded, monitored and adapted. CBIV is a multi-sensory approach to learning which may vividly portray "the

human qualities" of the enthusiastic, caring, knowledgeable teacher. Thus, with CBIV, the designer has an outstanding opportunity to incorporate the strategies which encompass those factors which researchers have identified as contributing to a positive motivational state for the learner.

It would be my hope that this medium, in particular, be explored as to how it can display material which enhances learner motivation. Equally important, to me, is the research on learning-- on the interaction of the student's motivational state and the instruction--which can be conducted using the potential of CBIV as a research tool. By using this medium in this way, and by not focusing on comparing this medium to others, we may discover more about what works for whom, and when and create strategies that motivate students to learn and care about that learning, strategies which can transfer to other media as well as enrich our capabilities to educate.

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